DOCUMENT RESUME

ED 210 461 CE 030 710

AUTHOR Johnson, Kay
TITLE Parenthood Education.
INSTITUTION Alabama State Dept. of Education, Montgomery. Home Economics Service.
PUB DATE 81
NOTE 138p.

EDRS PRICE MF01/PC06 Plus Postage.
DESCRIPTORS Behavioral Objectives; Birth; Child Abuse; Child Development; Child Neglect; Child Rearing; Competence; Competency Based Education; Congenital Impairments; Course Content; *Educational Resources; *Family Life; Family Relationship; Home Economics; *Learning Activities; Learning Modules; Marriage; Money Management; Nutrition; *Parenthood Education; *Parent Responsibility; *Parent Role; Pregnancy; Secondary Education
IDENTIFIERS Alabama

ABSTRACT

This publication is a guide for teachers who conduct parenthood education classes as part of the secondary consumer and home economics program in Alabama. The parenthood education program guide is divided into four units covering the following competencies: understanding the family; developing maturity and independence; developing parenting knowledge and skills; and special concerns of parenthood. Subjects discussed within the units include a broad range of marriage, family life and parenting topics, such as life cycles, family roles, community responsibilities, establishing an independent family unit, decision making, parenting options, parenting readiness, finances, life goals, pregnancy and childbirth, birth defects, nutrition, baby care, child development, special needs children, and child abuse and neglect. For each of the four competencies, the unit contains enabling objectives that should be attained by the students and an outline of the content to be taught, correlated with suggested learning experiences and resources. An annotated resource list completes the package. (KC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED210461

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

✓ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

Wayne Teague

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

PARENTHOOD EDUCATION

CE030710

PARENTHOOD EDUCATION

Bulletin 1981
No. 41

INTRODUCTION

The Home Economics Education Program in the secondary schools of Alabama has continued to be redirected over the past few years in response to the ever changing needs of individuals and families in a complex society.

The tremendous numbers and kinds of social and economics problems impacting on individuals and families have prompted federal legislation mandating inclusion of parenthood education into the consumer and homemaking programs throughout the nation.

Alabama's response to the passage of Public Law - 94-492 was the development and subsequent State Board of Education adoption of a Parenthood Education Course of Study. This was followed by the development of this publication.

These curriculum materials were developed primarily by Kay Johnson, District Specialist, Home Economics Education. Original resources used by Ms. Johnson for the publication are credited to preliminary work completed by:

- Dr. Tommie Jean Hamner and her graduate Parent Education Class, University of Alabama, Summer, 1979
- Ms. Betty Coe, District Specialist, Home Economics Education
- Mrs. Vivian McCann, District Specialist, Home Economics Education
- State Course of Study Committee
- Mrs. Betty Belue, Secondary Home Economics Teacher, Deshler High School
- Mrs. Hilda Wright, Secondary Home Economics Teacher, Huntsville High School

The material is intended only to convey suggestions for use in addressing such important areas as goal setting and attainment, decision-making, planning for responsible parenting and many other areas related to parenthood.

You are urged to evaluate this material very carefully before it is used in your classroom. Preview all suggested audio visuals and/or resources before you decide to use them. Administrative and/or parental permission may be necessary before addressing certain topics in your community.

The Parenthood Education Course of Study and this publication were developed on the premise that adolescents can benefit from factual, objective information about parenthood and they need opportunities to ask questions, explore feelings and discuss concerns about emerging adult identity and decisions to parent.

Your suggestions for changes and/or improvements in the material are solicited to make it more useful to Alabama teachers.

Mrs. Sue Smith
State Specialist
Home Economics Education
Division of Vocational Education Services
State Department of Education
Montgomery, AL

CONCEPT: Parenthood Education

SUBCONCEPT: Understanding the Family

COMPETENCY: Each student in the Parenthood Education class will be able to analyze the roles and functions of family in society.

ENABLING OBJECTIVES: The students will:

- identify the functions of family.
- discuss basic needs met by the family during each phase of life cycle.
- identify roles assumed by the woman, man and child within the family.
- discuss the shared roles of family members.
- discuss the responsibility of the community to the family.

CONCEPTUAL STRUCTURE/CONTENT	LEARNING EXPERIENCES	RESOURCES
I. Understanding the Family A. Functions of Families 1. Physical care 2. Nurturing growth 3. Socialization 4. Procreation 5. Transmittal of culture	Assign reading on functions of the family. Discuss the following: . Ways family functions have varied in importance depending on place and time in history. . Ways today's families fulfill needs of members.	Sasse, Person To Person, pp. 210-219
B. Life Cycle 1. Prenatal 2. Infancy 3. Toddler 4. Preschooler 5. Transescent 6. Adolescent 7. Adulthood 8. Middle-aged 9. Aged	View filmstrip, "Creating A Family: A Modern Tale", which follows a family through a complete family life cycle. Discuss the following: . During each phase of life, the family plays an important and unique part. . The family constantly changes in character as it moves through its life cycle adapting to the ages of its members.	Filmstrip, "Creating A Family: A Modern Tale", Butterick Publishing Company Landis, Your Marriage and Family Living, pp. 389-393

CONCEPTUAL STRUCTURE/CONTENT	LEARNING EXPERIENCES	RESOURCES
	. The basic needs which are met by the family during each phase of life.	
C. Role Identification 1. Individual a. Woman . wife . mother . homemaker . working woman . career woman . other	Assign reading on role relationship. Discuss the many roles assumed by women in the American society.	Sasse, Person To Person, pp. 165-175
b. Man . husband . father . working man . career man . homemaker . other	Administer a "Father Role Participation Questionnaire" to students. Use fatherhood role questionnaire as a basis for class discussion. Contrast responses given by the boys and girls. Motivate students to examine their own thinking about fatherhood roles now and in the future. Discuss ways men and women combine marriage, parenthood, and a career.	Questionnaire, "Father Role Participation", Illinois Teacher, November/December, 1978, pp. 76-79
c. Child . mother/father relationship . father/child relationship . sibling relationships	View filmstrip, "Portrait of a Family", in order to observe how family members relate to one another.	Filmstrip, "Portrait of a Family", Butterick Publishing Company

CONCEPTUAL STRUCTURE/CONTENT	LEARNING EXPERIENCES	RESOURCES
2. Family a. Role Changes	Assign reading on role changes. Discuss the following: . The goal of many couples to become cooperative in securing the necessities of life and in car- for children. . The sharing of work, recreation, household duties, and child care in the modern marriage.	Landis, pp. 247-252
b. Role Contradictions	Assign reading on role contradiction. Discuss the problems that emerge when friends and relatives hold differing role expectations for a person.	Landis, pp.255-267
c. Role Conflicts	Discuss what happens when two people have different ideas about how one of them should act.	Sasse, pp. 175-188
3. Community a. Responsibility of Community to the Family b. Community Agencies and Services c. Citizenship Responsibility	Discuss the following: . The role of the community in rearing children. . Types of community programs and services which improve quality of life for families. . The community as a setting for practicing citizenship. Use a case study to stimulate discussion related to community involvement in establishing a playground for children.	Landis, pp. 247-266

CONCEPT: Parenthood Education

SUBCONCEPT: Developing Maturity/Independence

COMPETENCY: Each student in the Parenthood Education class will be able to analyze the significance of maturity/independence as it relates to establishing a family and parenting.

ENABLING OBJECTIVES: The students will:

- discuss maturity/independence as readiness for establishing a family and parenting.
- identify life changes that may occur when establishing a family and parenting.
- describe situations requiring critical decision-making when establishing a family and parenting.

CONCEPTUAL STRUCTURE/CONTENT	LEARNING EXPERIENCES	RESOURCES
II. Developing Maturity/Independence A. Readiness for establishing a family and parenting. 1. Emotional 2. Social 3. Educational 4. Occupational 5. Financial 6. Moral	Discuss what it means to be emotionally, socially, educationally, financially, occupationally, and morally mature. Discuss some responsibilities of establishing a family and parenting that require maturity/independence, such as: managing money; rearing children, etc. Discuss immaturity versus maturity relative to readiness for establishing a family and parenting.	
	View filmstrip,"Maturity: A Factor in Marriage Readiness". Discuss the types of maturity presented in the filmstrip.	Filmstrip,"Maturity: A Factor In Marriage Readiness",Teaching Aids, Inc.
B. Life Changes	Assign reading on life changes related to establishing a family and parenting.	Sasse, Person To Person, pp. 258-284

CONCEPTUAL STRUCTURE/CONTENT	LEARNING EXPERIENCES	RESOURCES
1. Style of Life a. Marriage b. Single Living 2. Family Relationship 3. Social Relationships	Discuss life changes that may occur relative to establishing a family and parenting.	
C. Critical Decision-making Situations	Discuss situations related to establishing a family and parenting in which critical decision-making is necessary such as, whether to have a child or remain childless.	

CONCEPT: Parenthood Education

SUBCONCEPT: Developing Parenting Knowledge/Skills

COMPETENCY: Each student in the Parenthood Education class will be able to assess the value of developing parenting knowledge/skills.

ENABLING OBJECTIVES: The students will:

- identify options for parenting.
- explain financial readiness for parenting.
- discuss physiological readiness for parenting.
- identify personal qualities that indicate readiness for parenting.
- give examples of skills/knowledge needed for readiness for parenting.
- identify types of doctors/medical specialists who are trained to care for pregnant women.
- explain reasons for seeking early medical care during pregnancy.
- discuss the possible effects of medicine, drugs, smoking, x-ray and viral infection on the unborn child.
- discuss genetic counseling in the prevention of birth defects.
- contrast the chances of a baby being born healthy when mother has good nutrition habits and when mother neglects her health during pregnancy.
- discuss factors to consider when selecting clothing during pregnancy.
- discuss the process of conception.
- identify the three stages of pregnancy.
- identify danger signs during the prenatal period.
- identify factors to consider when selecting clothing for a baby.
- assemble a layette for a baby.
- identify factors to consider when selecting furnishings for a baby's nursery.
- plan a baby's nursery.
- describe stages of labor and delivery as a part of childbirth.
- explain the characteristics of three alternate types of delivery.
- explain physical and mental conditioning for childbirth.
- discuss complications of pregnancy, labor and delivery.
- compare advantages and disadvantages of breast and bottle feeding.
- identify types of solid foods suitable for an infant.
- identify the norms associated with the infant.
- discuss the infant's first year relative to physical and motor development.
- discuss the infant's first year relative to cognitive and language development.
- discuss the infant's first year relative to social and emotional development.
- discuss the role of the caregiver in meeting basic needs of the infant.

- identify norms that characterize the toddler.
- discuss physical and motor development of the toddler.
- discuss cognitive and language development of the toddler.
- discuss social and emotional development of the toddler.
- identify the role of the caregiver in meeting needs of the toddler.
- identify norms that characterize the preschooler.
- discuss physical and motor development of the preschooler.
- discuss the stages of cognitive development within the preschool period.
- discuss the stages of language development within the preschool period.
- discuss social and emotional development of the preschooler.
- identify the role of the caregiver in meeting the needs of the preschooler.
- discuss the characteristics of the transescent.
- discuss physical development during the transescent period.
- discuss periods of cognitive development during transescence.
- discuss moral and values development during the transescent period.
- discuss social and emotional development of the transescent.
- identify extraneous forces affecting growth and development during the transescent period.
- give examples of family crises that may occur during transescence.
- discuss transescence as a period for becoming aware of careers in working with children.
- discuss the role of significant others in guiding transescents.
- discuss physical maturation during the adolescent period.
- discuss cognitive development during adolescence.
- discuss moral and values development during the adolescent period.
- discuss social and emotional development in adolescence.
- discuss ways adolescents can cope with extraneous forces and crises.
- discuss adolescence as a period for exploring careers.
- discuss adolescence as the transitional period to adulthood.
- identify the role of significant others in guiding adolescents.

CONCEPTUAL STRUCTURE/CONTENT	LEARNING EXPERIENCES	RESOURCES
III. Developing Parenting Knowledge/ Skills A. Options 1. Legal Adoption 2. Stepchildren 3. Childbirth 4. Foster Children 5. Others	Discuss options available for parenting. Consider advantages/disadvantages of each. View filmstrip, "Changing Views," which points out that the responsibilities for parenting lie with many people.	Filmstrip, "Changing Views," from Parenting series, Butterick Publishing Company
	Invite person from Department of Pensions and Security to discuss policies on adoption and becoming a foster parent.	Resource person - Department of Pensions and security
	Invite the following to participate in a panel discussion on parenting: . single adoptive parent . married adoptive parent . foster parent . parent with stepchildren . natural parent	Resource persons
B. Readiness	Assign reading on readiness for parenthood.	Hildebrand, pp. 48-54
1. Financial	Discuss financial needs to be met when parenting such as food, clothing, shelter, medical care and education.	
2. Physiological a. Health b. Age	Discuss the following: . What it means to be physically ready for parenting. . Ways the age of the mother affects readiness for parenthood.	Hildebrand, Parenting and Teaching Young Children, pp. 52-53
	Review handout, "Live Birth Statistics", to determine total number of live births to women ages 10-19 in each county in Alabama in 1979.	Handout, "Live Birth Statistics", Alabama State Department of Public Health
	Assign reading, "Alarming Teenage Birthrate." Students will use article as basis for discussion.	News Article, Birmingham News, March 22, 1981

CONCEPTUAL STRUCTURE/CONTENT	LEARNING EXPERIENCES	RESOURCES
3. Psychological	Discuss personal qualities that indicate readiness for parenthood such as maturity/independence; stable relationship with mate; ability to communicate, etc.	Hildebrand, pp. 48-50
	Students will use handout, "Parents and Their Role Demands", to think words beginning with each letter of P-A-R-E-N-T-H-O-O-D which describe parents and their role demands.	Handout,"Parents and Their Role Demands", Parenting: Realities and Responsibilities, p. 14
	Discuss the varying and demanding roles of a parent.	
4. Skills/Knowledge a. Life Plan . Career goal . Education	Discuss questions such as the following: . Have I given myself enough education? . How important is a career? . Can parents find part-time jobs and share child care? . Others	Hildebrand, p. 51
b. Parenting Skills/ Knowledge	Administer to students the questionnaire "Am I Ready To Be A Parent?"	Questionnaire, "Am I Ready To Be A Parent?", Parenting: Realities and Responsibilities, p. 12
	Discuss each question on the questionnaire encouraging each student to analyze his/her own thoughts about readiness for parenthood.	
	Assign students to participate in "The Egg" experiment for one week. Through "egg parenting" (plants or china dishes may be substituted for eggs), students discover the responsibilities, the chores and the satisfactions and the pleasures and pitfalls of being a parent.	Fisher, R. M. "Eggs Help Teach Responsibility", Illinois Teacher, 1976, p. 139 "Egging On Responsible Parenting", Teen Times, March/April 1979, p. 16

CONCEPTUAL STRUCTURE/CONTENT	LEARNING EXPERIENCES	RESOURCES
	Assign reading on becoming a competent parent. Discuss the following: . Becoming a parent is probably the biggest commitment of life. . There is a trend today toward more responsible parenting. . There is increasing education for parenting by schools, businesses and organizations devoted to the preservation of the family in a changing society.	Handout, "Parenting Insights", Johnson and Johnson
C. Prenatal Preparation 1. Selection of Doctor/ Medical Specialists a. Gynecologist b. Obstetrician c. General Practitioner d. Certified Nurse/ Midwives	Discuss types of doctors/medical specialists who are trained to care for pregnant women.	Gordon/Wollin, Parenting: A Guide For Young People, pp. 2-3
2. Reasons for Early Medical Care During Pregnancy a. Review medical history of parents b. Determine present state of health c. Create solid foundation for parent-doctor relationship d. Provide basis for counseling	Discuss reasons for seeking early medical care during pregnancy.	
3. Medical Care	Discuss what takes place during the pregnant woman's first visit to the doctor.	Handout, "Be Good To Your Baby Before It Is Born", March of Dimes, p. 3

CONCEPTUAL STRUCTURE/CONTENT	LEARNING EXPERIENCES	RESOURCES
	Assign reading to determine the purpose and importance of specific tests, such as blood test to check for syphilis and blood type.	"Be Good To Your Baby Before It Is Born", p.3
	Discuss the importance of a regular breast examination by doctor as well as a self-examination.	Handout, "Breast Self-Examination", "A Breast Check So Simple. . .So Important", American Cancer Society
	Discuss procedure followed by doctor in performing a pelvic examination and Pap smear test.	Handout, "Pelvic Exam and Pap Smear", American Cancer Society
	Display poster, "Your Pregnancy Checklist".	Poster, "Your Pregnancy Checklist", PEP, March of Dimes
	Discuss the following points on the poster: . Seeing a doctor . Eating properly . Stopping smoking . Leaving off drugs and alcohol . Getting plenty of rest and normal exercise	
4. Birth Defects Prevention a. Medicine/Drugs . Types . Prescription/ non-prescription . Narcotics, such as heroin . Alcohol	Discuss the following facts: . Any medicine/drugs taken by the mother passes through the placenta and gets into the blood of the fetus. . No drugs-including marijuana-have been proven safe to the fetus. . Aspirin, antacids, laxatives, and other drugs should never be taken without doctor's advice. . Drugs taken during pregnancy can cause birth defects.	Handout, "DATA-Drugs, Alcohol, Abuse During Pregnancy", March Of Dimes

CONCEPTUAL STRUCTURE/CONTENT	LEARNING EXPERIENCES	RESOURCES
Effects	View film, "Born Hooked", which stresses the need for prenatal care of mothers addicted to heroin or methadone and deals with the impact of withdrawal on the unborn.	Film, "Born Hooked", March of Dimes
	Plan for students to present skit, "Drugs and Babies Don't Mix".	Skit, "Drugs and Babies Don't Mix", Jan./Feb. Teen Times, pp. 18-19
	Discuss the following facts: . Fetal alcohol syndrome is a very real problem in the United States today. . There are more than one million alcoholic women of child-bearing age and the number is growing, particularly teenagers. . Women of childbearing age can prevent birth defects caused by excessive use of alcohol.	Handouts, "Pregnant? Before You Drink, Think...","When You Drink, Your Unborn Baby Does, Too!", "Drugs, Alcohol, Tobacco Abuse During Pregnancy", March of Dimes
	View film, "Alcohol: Crisis for the Unborn".	Film, "Alcohol: Crisis for the Unborn", March of Dimes
b. Smoking . Number of women who smoke . Effects of smoking on unborn	Discuss the following facts: . One-third of all women in the child-bearing years (15-44) are cigarette smokers. . A woman who smokes during pregnancy is endangering her own life and life of the unborn child. . Smoking affects the unborn in the following ways: . Lower birth weight . Fetus is deprived of vital oxygen . Alters heart rate, blood pressure and acid balance.	Handouts, "DATA-Drugs, Alcohol, Tobacco Abuse During Pregnancy", "Cigarette Smoking", American Lung Association "Women and Smoking", Public Affairs Pamphlet No. 475

CONCEPTUAL STRUCTURE/CONTENT	LEARNING EXPERIENCES	RESOURCES
	Display poster,"Born Healthy? A Lot Depends On You!" Discuss the meaning of the poster.	Poster,"Born Healthy? A Lot Depends on You!",March of Dimes
c. Viral Infection (Rubella- German Measles) . Symptoms . Effects of Rubella during Pregnancy . Precautions/ Prevention	Assign reading,"Preventing Birth Defects Caused by Rubella". Discuss the following facts related to Rubella: . The symptoms include: low grade fever, rash and swelling of lymph glands in the neck. . One in seven women of child-bearing age is still susceptible to Rubella. . Ten to fifteen percent of the women who contact Rubella in the first three months of pregnancy have miscarriages. . The target group for vaccinating is the child - under 12 years of age. About 7.8 million remain unvaccinated.	Handout, "Preventing Birth Defects Caused By Rubella", March of Dimes
	View the film, "The Case Against Rubella".	Film, "The Case Against Rubella", March of Dimes
	Discuss preventive measures and/or precautions to take to guard against contacting Rubella during pregnancy.	
	Survey students to determine how many of them know their Rubella immunity status and/or have had shots. Inform students where Rubella tests and innoculation are available.	Pencil/paper

CONCEPTUAL STRUCTURE/CONTENT	LEARNING EXPERIENCES	RESOURCES
d. X-Ray . Effects of x-ray during pregnancy . Precautions	Assign reading,"X-Rays, Pregnancy and You..."	Handouts, "Be Good To Your Baby Before It Is Born", p. 12, March of Dimes
	Discuss the effects of X-ray on the unborn during pregnancy.	"X-Rays: Get the Picture on Protection", U.S. Department of HEW
	Discuss precautions to take to minimize risk associated with x-ray.	
5. Genetic Counseling a. Genetic Services Available	Discuss role of organizations such as National Foundation/March of Dimes in funding research into the causes, prevention, and treatment of all types of birth defects.	Handout, "Birth Defects--Tragedy and Hope"
	View filmstrip, "From Generation to Generation: Genetic Counseling".	Filmstrip, "From Generation To Generation: Genetic Counseling", March of Dimes
	Discuss the value of genetic counseling so young people can learn how to improve their chances of having healthy children.	
	Prepare a bulletin board, "It's Your Move - Healthy Babies - Choice or Chance".	Bulletin Board - "It's Your Move - Healthy Babies - Choice or Chance". 1977-78 FHA/HERO Project Materials, A Child Is Waiting
b. Inherited Birth Defects	Discuss hereditary birth defects as the most puzzling to medical science.	Brisbane, The Developing Child, pp. 46-57
	Discuss the determining factors of genetic defects including:	Handout, "Birth Defects--Tragedy and Hope", March of Dimes

CONCEPTUAL STRUCTURE/CONTENT	LEARNING EXPERIENCES	RESOURCES
	. Whether the trait in genes is dominant or recessive. . The degree to which either parent has the characteristic. . The sex of the child. . The overall genetic composition of the parents.	
. Types of defects	Assign reading on types of birth defects caused by heredity.	Gordon/Wollin, Parenting: A Guide for Young People, p. 55 Brisbane, pp. 46-51 Handout, "Questions and Answers About Cystic Fibrosis", Cystic Fibrosis Foundation
. Prenatal testing for birth defects	Discuss the test amniocentesis administered by doctors to detect genetic problems which may result in a baby being born with a birth defect.	Draper, Ganong and, Goodell, See How They Grow, p. 30
	Students will complete the Birth Defects Quiz.	Birth Defects Quiz, March of Dimes
6. Nutrition a. Effects of poor nutrition before and during pregnancy	Students will complete Nutrition Quiz to determine knowledge of the importance of nutrition during pregnancy.	Nutrition Quiz - March of Dimes
. Effects on baby . Effects on mother	Discuss effects of poor nutrition, before and during pregnancy, on mother and baby.	
	View filmstrip, "Inside My Mom".	Filmstrip, "Inside My Mom", March of Dimes

CONCEPTUAL STRUCTURE/CONTENT	LEARNING EXPERIENCES	RESOURCES
	Discuss how the fetus shares everything with the mother: food, rest and life style. Contrast the chances of a baby being born healthy when mother has sensible habits and when mother neglects her health during pregnancy.	
	Display poster, "Food Power Is Baby Power".	Poster, "Food Power Is Baby Power", PEP, March of Dimes
	Assign students to present skit, "Baby's Bill of Rights".	Skit, "Baby's Bill of Rights", Jan./Feb. 1977, Teen Times
	Discuss meaning of bulletin board, "You Are What You Eat--And So Is Your Baby".	Bulletin board, "You Are What You Eat--And So Is Your Baby".
b. Nutrition Problems of Pregnant Teenagers . Greater nutrient need . Poor eating habits	Assign reading, "The Junk Food Blues". Discuss common nutritional problems of teenagers before and during pregnancy. Assign a student to read aloud "Gloria's Story". Begin group discussion by asking question, "Did Gloria do the right things when she found she was pregnant? Why or why not?"	"The Junk Food Blues", PEP, March of Dimes "Inside Your Body, Inside Your Head", PEP, March of Dimes
c. Nutrition Requirements . Daily food guide	View film, "Great Expectations" which deals with nutrition during pregnancy and lactation. Discuss nutrition requirements during pregnancy. Display the nine month-by-month Pregnancy Diet Cards.	Film, "Great Expectations", March of Dimes Kowtaluk, "Discovering Nutrition", pp. 86-87 Pregnancy Diet Cards, PEP, March of Dimes

CONCEPTUAL STRUCTURE/CONTENT	LEARNING EXPERIENCES	RESOURCES
	Read "Letters From Your Unborn Baby" pointing out specific nutritional needs during each of the months of pregnancy.	Letters from Your Unborn Baby, Illinois Teacher, November/ December, 1970, pp. 57-82
	Assign students to (1) list all the foods eaten during the past day, (2) indicate the food group in which each food belongs, and (3) determine if present diet would be adequate for a pregnant teenager.	
	Brainstorm for ideas for nutritious snacks for pregnant women.	Chalkboard
	Prepare nutritious snacks to serve in class and/or at FHA/HERO meetings.	Ingredients/Supplies/Equipment
	Plan a week's menu for an expectant mother.	Kowtaluk, pp. 86-87
	Prepare an exhibit of a day's menu for an expectant mother.	Plan of Instruction--Prepare an exhibit of a day's menu for an expectant mother: 1978-79 FHA/HERO Project Materials, Healthy Babies Chance or Choice.
. Weight control	Discuss reasons doctors insist that dietary recommendations be followed during gestation and why weight gains are carefully observed during pregnancy.	Handouts, "Food and Pregnancy", "Recipes for Healthy Babies", March of Dimes
	Display and use "Nutrition Information Cards" to discuss nutrition guidelines during pregnancy.	Nutrition Information Cards, Numbers 1-15, PEP, March of Dimes
	Assign reading, "Food For Thought and Eating."	Handout, "Food For Thought and Eating", PEP, March of Dimes

CONCEPTUAL STRUCTURE/CONTENT	LEARNING EXPERIENCES	RESOURCES
7. Clothing a. Selection b. Fit/Comfort	Discuss factors to be considered when selecting maternity clothing. View exhibit of maternity clothing and evaluate items in relation to fit and comfort.	Handout, "Prenatal Care", Superintendent of Documents, pp. 14-20 Exhibit - Maternity Clothes
D. Prenatal Development		
1. Conception	View filmstrip, "Life Before Birth - Part I", to learn about the process of conception. Assign reading on conception and pregnancy. . View visuals and discuss the process of fertilization.	Filmstrip, "Life Before Birth - Part I", Time-Life Draper, Ganong, and Goodell, See How They Grow, pp. 16-19 Handout, "Conception and Pregnancy", New Readers' Press "Life Before Birth", Life Education Reprint 27, pp. 4-5
2. Stages of Pregnancy a. Zygote b. Embryonic c. Fetal	View filmstrip, "Life Before Birth - Part II" to learn how the embryo grows and develops during various stages of prenatal development. Interpret month-by-month chart, "How A Baby Grows". Point out (1) the monthly growth and development of the fetus and (2) the physical nutritional, emotional health of the mother. Assign reading on growth sequence of the fetus. Point out that knowing the growth sequence will make pregnancy more meaningful and satisfying to parents.	Filmstrip, "Life Before Birth", Part II, Time-Life Wall Chart, "How A Baby Grows", March of Dimes Handouts, "How Does Your Baby Grow?", "Days of Change", PEP March of Dimes, "Pregnancy and You", Public Affairs Pamphlet, No. 482

CONCEPTUAL STRUCTURE/CONTENT	LEARNING EXPERIENCES	RESOURCES
		"Nine Months To Get Ready", Public Affairs Pamphlet, No. 376
3. Common problems during prenatal period	Identify common problems experienced by pregnant women during the prenatal period. Point out the importance of discussing problems with the doctor.	Handout, "Be Good To Your Baby Before It Is Born", pp. 9-10, March of Dimes
4. Danger signs during prenatal period	Discuss danger signs that may indicate severe problems for pregnant women and their babies. Point out the importance of notifying the doctor at once if any danger signs appear.	
E. Preparation for Baby		
1. Clothing Selection		
a. Factors to consider	Discuss factors to consider in selecting clothing for a baby.	Handouts, "Prenatal Care", New Readers' Press
b. Types of clothing	View a display of clothing items for an infant. Evaluate types of clothing using a rating scale containing the factors to consider when selecting clothing for a baby.	Children's Clothing
	Study the "Diapering Cost-Comparison Project".	Handout, "Diapering Cost Comparison Project", from "Care For Two: Baby and You", Proctor and Gamble Company
2. Furniture Selection		
a. Factors to consider	Discuss factors to consider when selecting furniture for a nursery such as safety, cost, etc.	Catalogs from companies that manufacture/sell children's furnishings
b. Types of furnishings	Compare money costs for new versus used furniture.	

CONCEPTUAL STRUCTURE/CONTENT	LEARNING EXPERIENCES	RESOURCES
	Collect pictures of furnishings for a nursery. Determine types of furnishings that are essential and others that are available.	Picture of furnishings for a nursery
3. Room Arrangement	View pictures of nursery room arrangements. Discuss placement of furniture and clothing for efficient use.	Pictures
	Prepare a poster of a nursery room arrangement including furnishings and equipment.	Poster, Nursery Room Arrangement
F. Birth 1. Stages of Labor/Delivery a. First stage	Discuss the fact that labor is marked by three distinct stages.	Draper, Ganong, and Goodell, pp. 42-47
	Discuss the characteristics of the first stage of labor. Study the chart that summarizes each stage of labor. Point out that the first stage of labor differs from the remaining two in that it is divided into three separate parts.	Hildebrand, pp. 105-107
b. Second stage	Discuss the characteristics of the second stage of labor.	Draper, Ganong, and Goodell, pp. 42-47 Hildebrand, pp. 107-109
	Discuss father's role during labor and delivery.	Draper, Ganong, and Goodell, pp. 46-47
c. Third Stage	Discuss that the third stage of labor occurs about ten minutes after the birth of the baby.	Draper, Ganong, and Goodell, pp. 44 Hildebrand, p. 109
2. Alternate Forms of Delivery	Assign reading, "Giving Birth".	Handout, "Giving Birth", New Readers' Press

CONCEPTUAL STRUCTURE/CONTENT	LEARNING EXPERIENCES	RESOURCES
a. Breech	Discuss characteristics of a breech position delivery.	Hildebrand, p. 109 "Giving Birth", New Readers' Press
b. Cesarean Section	Discuss reasons for Cesarean section delivery.	Hildebrand, pp. 109-110 "Giving Birth", New Readers' Press
3. Psychological Aspects a. Physical conditioning b. Mental conditioning	Assign reading on physical and mental conditioning. Discuss the interrelationship of physical and mental conditioning for the birth process.	Gordon/Wollin, pp. 58-64, 71-74
	Assign reading on "natural" childbirth. Discuss "natural" childbirth as a means of physical and mental conditions.	Handout, "Should You Have Natural Childbirth?", Service to Life Program
4. Complications a. Miscarriage . Causes . Signs	Assign reading on complications of birth. Discuss signs and causes of miscarriage.	Gordon/Wollin, p. 80 Hildebrand, Parenting and Teaching Young Children, p. 93
b. Premature birth . Reasons . Prevention	Discuss reasons a baby is born premature. Discuss ways premature birth may be prevented.	Hildebrand, p. 58
c. Toxemia . Symptoms . Prevention	Discuss the symptoms and prevention of toxemia during pregnancy.	Handouts, "Giving Birth", "Prenatal Care", New Readers' Press
e. Fetal stress	Discuss fetal stress as a sign of complication. Point out that fetal monitoring is used during childbirth to stave off birth complications	Hildebrand, pp. 105-106 Handout, "Listening As A Fetus Becomes A Baby", U.S. Department of HEW

CONCEPTUAL STRUCTURE/CONTENT	LEARNING EXPERIENCES	RESOURCES
e. Others	Discuss other complications of pregnancy, labor and delivery.	Hildebrand, pp. 109-110 Handout, "Perinatal Care", Leaders Alert Bulletin 29, March of Dimes
G. Nutrition for Baby 1. Breast Feeding	Discuss that a mother's choice of feeding method can affect her entire life, for many months, making it an important and very personal decision.	
	Discuss the fact that with today's more natural life styles, more mothers are choosing to breast feed.	Handouts, "Is Breast Feeding For You?", Service To Life Program
	Assign reading on food for babies and breast feeding.	Brisbane, The Developing Child, pp. 148-153 Gordon/Wollin, Parenting: A Guide For Young People, pp. 86-89
	View filmstrip, "Breast and Bottle".	Filmstrip, "Breast and Bottle", Parents' Magazine Filmstrips, Inc.
	Discuss that feeding an infant is more than providing nutrients for growth and development. Point out that it is the beginning of sharing and communication between parent and child.	
a. Advantages	Discuss advantages of breast feeding.	
	Display pictures of a breast milking and feeding unit. Discuss how milk can be stored for use when mother can't be present at feeding time.	"How To Manage Breast Milking and Breast Feeding", Happy Family Products
b. Disadvantages	Discuss the disadvantages of breast feeding.	Handout, "Is Breast Feeding For You?", Service To Life Program

CONCEPTUAL STRUCTURE/CONTENT	LEARNING EXPERIENCES	RESOURCES
c. Preparation for breast feeding . Sources of assistance . Services provided	Discuss the fact that a decision to breast feed requires preparation. Study display of literature available from the LaLeche League International. Point out that there is an organization which offers assistance to mothers who desire to breast feed their babies.	Handout, "How To Manage Breast Milking and Breast Feeding" Display of LaLeche League International publications
2. Bottle Feeding a. Advantages	Discuss advantages of bottle feeding. Assign reading on bottle feeding.	Handout, "Bright Beginnings - A Guide To Feeding Your New Baby", Evenflo Products Company Gordon/Wollin, pp. 88-89 Handout, "First-Time Parents", Johnson and Johnson
b. Disadvantages	Discuss disadvantages of bottle feeding.	Handout, "First-Time Parents"
c. Types of Formulas	Discuss the reasons for having a variety of formulas available for bottle feeding. Point out the importance of using the formula recommended by the doctor. Discuss the different types of formulas available such as dry, liquid concentrate, and ready-to-serve varieties. Study display of different types of ready prepared formulas or ingredients for preparing. Compute the cost of ten (eight ounce) bottles of different types of formulas.	Hildebrand, pp. 142-146 Handout, "The First Six Weeks", New Readers' Press. Display of ingredients/ready prepared formulas.

CONCEPTUAL STRUCTURE/CONTENT	LEARNING EXPERIENCES	RESOURCES
d. Preparation of formulas . Methods . Factors to consider . Cost . Convenience . Ease for travel	Display supplies/equipment for preparation/ sterilization of formula.	Supplies/equipment for prepared formula - Handout, "Baby Care Basics", Johnson and Johnson
	Assign students to select and read an article on breast feeding and/or bottle feeding from the resource center. Encourage students to express their personal feelings regarding breast feeding.	Resource Center Textbook/Pamphlets Magazine Articles
	Compare bottle feeding and breast feeding methods, considering cost and convenience.	Paper/Pencil
e. Solids . Types	Study a display of types of solid foods suitable for an infant.	Display Cereals/Strained Foods
. Procedure	Discuss procedure for introducing solid foods into the infant's diet.	Brisbane, pp. 153-154
	View filmstrip, "Solid Foods". Point out that learning to eat requires patience for both the baby and parents. The introduction of new foods to the baby is a sign of growth and the early development of tastebuds and food preferences.	Filmstrip, "Solid Food", Parents' Magazine Films, Inc.
	Discuss the statement, "Feeding time is a time for nourishment and love". Point out that caregiver/parent and child share a special closeness - a closeness that means security, and most importantly, love.	
H. Nurturing 1. Infancy a. Identifying description	Assign reading on the newborn baby.	Brisbane, The Developing Child, pp. 115-118

CONCEPTUAL STRUCTURE/CONTENT	LEARNING EXPERIENCES	RESOURCES
	Discuss the typical description of a newborn baby. Discuss how babies grow and develop at unpredictable rates	Bulletin board with magazine pictures of infants
b. Norms	Review chart of what a typical baby might do at various times during the first year.	Hildebrand, "The First Year of Growth", pp. 130-131
c. Physical and Motor Development	Assign reading on rules of development. Discuss the four rules of development.	Hildebrand, pp. 117-118.
	Discuss an infant's physical development during the first year emphasizing the following: . Babies grow and develop more rapidly during the first year than in any other. . All infants follow a regular pattern of growth, though timing varies.	Brisbane, pp. 127-135
	Review listing of average physical abilities from birth to twelve months. Point out that the ages are only averages and that very few babies will follow the time table exactly.	Brisbane, p. 137
	Discuss the following: . As babies grow, all parts of the body are maturing at the same time. . Steady gains in height and weight are a sign of good health in young babies. . Development of the senses during the first year allow babies to learn about their world. . Physical abilities usually require a combination of physical, social, emotional and intellectual growth.	Brisbane, pp. 136-137
	View wall chart, "How A Baby Grows", to observe progressive maturation rate.	Wall chart, "How A Baby Grows", Johnson and Johnson

CONCEPTUAL STRUCTURE/CONTENT	LEARNING EXPERIENCES	RESOURCES
d. Cognitive and Language Development . Intellectural development	Discuss intellectural development of the infant. Point out that toys are the tools with which a child learns.	
	Assign students to make a list of "educational toys" or simple games that amuse infants. Point out that these don't have to be expensive but should have a purpose	Brisbane, pp. 201-203 Lally and Gordon, Learning Games for Infants and Toddlers, New Readers' Press
	Display some "educational toys" found in the kitchen.	Pots/pans/spoons
. Language development	Assign reading on timing of a child's speech development during the first year.	Brisbane, pp. 204-205
	Discuss developmental tasks and activities that can be used with infants.	"Developmental Tasks and Activities With Infants", Appendix Y, Infant Care Module 6, p. 89
e. Social and Emotional Development	Assign reading on social development during infancy.	Brisbane, pp. 175-183
. Goals for development . Emotions	Discuss the interrelatedness of physical needs and social development.	Hildebrand, pp. 125-126
	View filmstrip, "The Infant's Communications". Point out that parents can encourage communication with the baby by paying attention to both verbal and nonverbal signals and by responding to the baby's communications in a variety of ways.	Filmstrip, "The Infant's Communications", Parents' Magazine Films, Inc.
	Discuss emotional skills of the infant from birth to one year.	Handout, "Emotional and Social Skills", Appendix K, Child Growth and Development Module 5, p. 108.

CONCEPTUAL STRUCTURE/CONTENT	LEARNING EXPERIENCES	RESOURCES
	Arrange for students to observe infants between the ages of one to twelve months in order to determine their emotional development.	
	Discuss the effects of parenting on an infant's emotional development.	Brisbane, pp. 165-174
f. Role of Caregiver in Meeting Basic Needs		
. Feeding . Bottle . Breast . Self-feeding . Weaning	Review advantages/disadvantages of breast feeding and bottle feeding.	Brisbane, pp. 148-150
	Demonstrate, in a real or simulated situation, the method of holding a baby for feeding and burping.	Baby/doll Feeding equipment/supplies
	Discuss self-feeding as a change in eating patterns that manifest a baby's desire for independence.	Brisbane, pp. 156-157
	View filmstrip, "Feeding Myself".	Filmstrip, "Feeding Myself", Parents' Magazine Films, Inc.
	List on chalkboard "finger foods" for 6-12 months old babies. List foods to avoid because they are hard to chew and may cause a child to choke.	Chalkboard Bulletin Board on "finger foods"
	View filmstrip, "The Push To Independence". Note suggestions for making the transition from breast/bottle to drinking from a cup, a successful one for both child and parents.	Filmstrip, "The Push for Independence", Parents' Magazine Films, Inc.
	Discuss the approximate age that weaning takes place.	Brisbane, pp. 154-156

CONCEPTUAL STRUCTURE/CONTENT	LEARNING EXPERIENCES	RESOURCES
. Bathing . Types of baths . Procedures . Precautions	Assign reading on bathing a baby. Discuss the types of baths for a baby.	Brisbane, pp. 140-142
	View filmstrips, "Sponge Bathing the Newborn" and "Tub Bathing and Tooth Brushing".	Filmstrips, "Sponge Bathing" and "Tub Bathing", Parents' Magazine Films, Inc.
	Discuss procedures and precautions to follow in bathing a baby. Point out that this is the social event of the day to a baby and parent.	Handouts, "A New Parents' Guide To Bathing Baby", Winthrop Laboratories "Bathe An Infant", Oklahoma Family Living Guide, pp. 87-89
	Demonstrate in a real or simulated situation bathing a baby. Display poster, "How To Bathe A Baby".	Poster, "How To Bathe A Baby", Johnson and Johnson Baby/Doll
	Assign to students simulate bathing a baby, following procedure handout. Other students will evaluate their performance using an evaluation form.	Handout, "Bathe An Infant", Oklahoma Family Living Guide, pp. 87-89 Evaluation Form, "Bathing A Baby", Appendix I, Infant Care Module 6, p. 60
. Clothing . Diapering . Types of diapers . Procedure	Review advantages/disadvantages of using disposable and cloth diapers.	Brisbane, pp. 142-146 Handout, "The First Six Weeks", pp. 18-21
	View filmstrip,"Diapering and Dressing". Point out that physical contact with baby while diapering and dressing makes way for communicating feelings and thoughts of love and concern.	Filmstrip, "Diapering and Dressing", Parents' Magazine Films, Inc.
	Demonstrate in a real or simulated situation diapering a baby using a disposable and a cloth diaper.	Baby/Doll Supplies

CONCEPTUAL STRUCTURE/CONTENT	LEARNING EXPERIENCES	RESOURCES
	Assign students to simulate diapering a baby using a disposable and a cloth diaper following the procedure on handout.	Handout, "Diaper An Infant", Oklahoma Family Living Guide, pp. 91-97 Doll Supplies
	Ask students to evaluate one another's performance in diapering an infant.	Evaluation Form, "Diapering An Infant", Appendix H, Infant Care Module 6, p.59
. Dressing . Type of clothing . Procedure	Demonstrate in a real or simulated situation dressing a baby. Assign students to simulate dressing a baby following procedure in the handouts.	Handout, "The First Six Weeks", New Readers' Press Baby/Doll/Clothing Items Handout, "The First Six Weeks", pp. 29-32, New Readers' Press Doll/Clothing Items
. Sleep . Developing sleep habits . Preparing for sleep . Bedtime problems	Discuss sleep as necessary for a baby's proper growth. Include in discussion the following: . The amount of sleep depends on the individual child . Home environment and teaching have much to do with the establishment of sleeping habits. . Bedtime problems and rituals.	Brisbane, pp. 157-160 Handout, "The First Six Weeks", pp. 32-34
	Invite a panel of parents with young babies to discuss their habits and care. Members of the class will prepare questions to ask panel members.	Parents
. Safety . Child-proofing rooms . Safety in cars	Discuss safety precautions that may be taken in the home to protect children. Study checklists, "Safety In Infant Care" and "Complete Checklist for Child-proofing". Encourage students to use these checklists in	Hildebrand, Parenting and Guiding for Young Children, pp. 168-172 Draper and Draper, pp. 170-191

CONCEPTUAL STRUCTURE/CONTENT	LEARNING EXPERIENCES	RESOURCES
	determining if their own homes are safe for young children.	Handouts, Checklist, "Safety In Infant Care", Appendix G Infant Care Module 6, p. 58 "Complete Checklist for Child-proofing", Oklahoma Family Living Curriculum Guide, pp. 129-131 "Save Your Child From Choking!" American Lung Association
	View filmstrip, "Safety For The Growing Child", which points out that accidents at home are the greatest single threat to the health and life of children.	Filmstrip, "Safety For The Growing Child", Parents' Magazine Films, Inc.
	Invite resource persons to speak to the class on street safety, fire hazards, and vehicle safety for children.	Fireman/Member of Emergency Squad Doctor/Policeman/Insurance Representative
. Selecting medical care . Immunizations	Discuss a baby's need for early medical care.	Hildebrand, pp. 164-167
	View filmstrip, "Parents, Doctor, and Child". Point out that parents provide the best health care for their children by maintaining a close relationship with their physician or community health clinic, to compliment and support routine health care at home.	Filmstrip, "Parents, Doctor, and Child", Parents' Magazine Films, Inc.
	Discuss schedule for immunizing young children. Explain the importance of following the schedule and keeping records.	Hildebrand, pp. 166-167
	Review charts of communicable childhood diseases. Discuss symptoms, source of contact, period of communicability, and treatment.	Draper, and Draper, pp. 154-157

CONCEPTUAL STRUCTURE/CONTENT	LEARNING EXPERIENCES	RESOURCES
. Common infant problems	Discuss common health problems infants experience such as colic, allergies, teething.	
	Assign students to prepare an oral report describing symptoms of colic, allergies, and teething and make suggestions for relieving the pain or discomfort.	Resource Center
2. Toddler	Assign reading on characteristics of the toddler. Point out that this is a period of slower growth rate.	Hildebrand, pp. 203-208
a. Identifying Characteristics		
b. Norms	Discuss the norms which characterize the toddler such as walking, height and weight; growth of head, trunk, arms and legs; teeth; toilet training.	
c. Physical/Motor Development	Discuss physical/motor development of the child ages one to three. Point out that the toddler period is marked by milestones, such as, first walking, efforts at self-help and increased movement in the environment.	Handout: "Motor Development From One Month To Two Years", Appendix H, Child Growth and Development Module, p. 105 Brisbane, pp. 209-217
d. Cognitive and Language Development	Assign reading on intellectual development.	Brisbane, pp. 271-294
. Intellectual activity . Attention . Memory . Perception . Reasoning . Imagination . Curiosity	Discuss cognitive and language development of the child one to three years of age. Make assignment for students to play the role of teacher whose objective is to teach size and shape relationships to the toddler. Ask them to demonstrate the difference between: big, bigger, biggest; loud, soft; hot, cold; small, smaller, smallest; and fast, faster.	

CONCEPTUAL STRUCTURE/CONTENT	LEARNING EXPERIENCES	RESOURCES
. Play Activities . Selection of Toys . Care of Toys by Children	Make assignment for students to select learning games for the infant ages two months to two years old. Select students to demonstrate games for different ages and to discuss what concepts the child is learning when these games are being played.	Lally and Gordon, Learning Games For Infants and Toddlers, New Readers' Press
. Speech Development	Discuss examples of normal verbal development. Point out that speech depends on all areas of development - physical, social, emotional, and intellectual.	Handout, "Normal Verbal Development", Appendix C, Language And Literature Module 17, p. 51
e. Social and Emotional Development . Social Development . Parallel Play . Cooperative Play	Study handout, "Observable Sequence In Child's Social Development". Discuss social development of the child from one to three. View bulletin board on types of play. Observe physical, emotional and social development of children ages one to three	Handout, "Observable Sequence In Child's Social Development". Appendix GG Child Growth and Development Module 5, p. 131 Bulletin Board Child Care Centers/Home
. Emotional Development . General Emotional Patterns	Assign reading on emotional development. Discuss emotional skills of the child ages one to three	Hildebrand, pp. 211-218 Handout, "Emotional and Social Skills", Appendix K and Q, Child Growth and Development Module 5, pp. 108 and 115
. Specific Emotions	Select students to participate in Session 2 of STEP program, "Emotions Serve A Purpose".	STEP Program Session 2 - Leader's Manual

CONCEPTUAL STRUCTURE/CONTENT	LEARNING EXPERIENCES	RESOURCES
		Parents' Handbook Cassette 2 - Side A Discussion Guide Cards Poster 2: "Temper Tantrums Need An Audience"
. Development of Self-Image	Discuss the importance of a child liking himself or herself and believing they are worthwhile persons	Handout, "Child Development In The Home", U.S. Department of HEW
f. Role of Caregiver in Meeting Daily Needs of the Toddler	Discuss daily care of the toddler including bathing, dressing, feeding, resting/sleeping.	Handout, "Baby Care Basics", Johnson and Johnson
. Bathing . Dressing . Feeding . Resting/sleeping . Toilet training . Age . Procedure	Discuss readiness and precedence for toilet training. Assign reading on toilet training. Discuss age and procedures for toilet training. View filmstrip, "Bathing, Dressing, and Toilet Training". Point out that this filmstrip provides information to teach the toddler and preschooler good hygiene habits.	Hildebrand, pp. 208-209 Filmstrip, "Bathing, Dressing, and Toilet Training", Parents' Magazine Films, Inc.
3. Preschooler	Assign reading on characteristics of the preschooler.	Draper, Ganong, Goodell, See How They Grow, p. 199
a. Identifying Characteristics	Discuss the characteristics of the preschooler such as knows his own mind and has definite preferences.	
b. Norms	Assign reading on norms for the preschooler.	Draper, Ganong, Goodell, pp. 199-200
	Discuss the norms for the preschooler.	
c. Physical and Motor Development	Review the general guide to motor development for the preschooler.	Draper, Ganong, Goodell, p. 200

CONCEPTUAL STRUCTURE/CONTENT	LEARNING EXPERIENCES	RESOURCES
	Observe a group of preschooler's physical and motor development. Point out that physical activity is an important part of the healthy preschooler's overall development.	
d. Cognitive and Language Development	Assign reading on cognitive development.	Draper, Ganong, Goodell, pp. 213-221
. Stages of Cognitive Development	Discuss the stages of cognitive development including sensorymotor, preoperational, symbolic thinking and moral development. Point out that most preschoolers are in the first stage of moral development referred to as morality of constraint.	
. Stages of Language Development	Assign reading on language development. Discuss the stages of language development. Observe preschoolers and note their cognitive and language development.	Draper, Ganong, Goodell, pp. 221-226 Preschool children
e. Social and Emotional Development		
. Social Development . Personality . Socialization	Assign reading on social development. Discuss personality development of the preschooler. Point out that the preschooler's image of self comes from changes taking place in the body.	Draper, Ganong, Goodell, pp. 229-238

CONCEPTUAL STRUCTURE/CONTENT	LEARNING EXPERIENCES	RESOURCES
	View filmstrip, "I See Hope", which helps parents and caregivers better understand and guide children's emotional and social development.	Filmstrip, "I See Hope", Parents' Magazine Films, Inc.
	Discuss the role of adults in development of personality traits of the preschooler.	
	Discuss socialization as the process by which a child learns how to function with other people.	
. Emotional Development	Assign reading on emotional development.	Draper, Ganong, Goodell, pp. 238-240
	Discuss the stages of emotional development.	
	Point out that emotions of the preschooler are intense and may change quickly.	
f. Role of Caregiver	Assign reading on helping preschoolers move ahead in developing new skills and initiative.	Draper, Ganong, Goodell, pp. 242-253
	Discuss the role of the caregiver in assisting the preschooler through encouraging, scheduling activiities, promoting learning, guiding and disciplining.	
4. Transescent (Middle Childhood)	Reading assignment on the transescent (Middle Childhood) child.	Draper, Ganong, Goodell, pp. 257-267
a. Identifying Characteristics	Discuss the characteristics of the transescent.	
	View pictures of boys and girls of same age and compare characteristics of each.	Pictures.
b. Physical Development	Assign reading on physical development.	Draper, Ganong, Goodell, pp. 257-266

CONCEPTUAL STRUCTURE/CONTENT	LEARNING EXPERIENCES	RESOURCES
	Discuss the fact that motor abilities, coordination, and general body control tend to improve steadily throughout middle childhood.	
	Observe children and note differences in the stages of physical development.	Children
c. Cognitive Development	Assign reading on cognitive development. Discuss the periods of cognitive development	Draper, Ganong, Goodell, p. 268
	Observe children and note characteristics of the periods of cognitive development.	Children
d. Moral and Values Development	Assign reading on moral development.	Draper, Ganong, Goodell, pp. 276-278
	Discuss conventional morality as the norm age ten to early teens.	
	Point out that the ages at which children go from one stage of moral development to the next can vary considerably.	
e. Social and Emotional Development . Interaction with Peers . Family Relationships	Assign reading on social development.	Draper, Ganong, Goodell, pp. 284-295
	Discuss effects of interaction with peers and family relationships on social development.	
	Point out that children's emotional growth tends to follow a pattern in which periods of stability alternate with periods of instability.	
f. Extraneous Forces Affecting Growth and Development	Brainstrom to identify extraneous forces affecting growth and development.	

CONCEPTUAL STRUCTURE/CONTENT	LEARNING EXPERIENCES	RESOURCES
. Social Trends . Religious Trends . Moral Trends	List social, religious and moral trends that affect growth and development. Point out that extraneous forces often lead to crisis situations.	Chalkboard
g. Crisis . Family Conflicts . Peer Group Pressures . Drugs . Venereal Disease . Premarital Sex . Teenage Pregnancy . Teenage Marriage . Others	Assign reading on crisis. Discuss the fact that some crises arise outside of the family while other arise within. Select students to research assigned topics and report to class.	Sasse, Person To Person, pp. 230-235 Resource Center
h. Career Awareness	Assign reading on careers in working with children. Point out that there are jobs working with children, starting as aide and working up to director in a center. Discuss the following relative to a career in working with children: . Educational requirements . Responsibility . Salary . Working conditions	Draper, Ganong, Goodell, pp. 299
i. Role of Significant Others	Assign reading on the role of a significant other person in helping children develop a sense of responsibility.	Draper, Ganong, Goodell, pp. 300-310

CONCEPTUAL STRUCTURE/CONTENT	LEARNING EXPERIENCES	RESOURCES
	Discuss the role of a significant other person in: . Assigning chores . Setting allowances . Promoting learning . Teaching social behavior . Guiding behavior . Other	
5. Adolescent a. Physical Maturation	Assign reading on physical maturation of the adolescent.	Draper, Ganong, Goodell, pp. 315-316
	Discuss that from a physical sense, adolescence means that the body become capable of reproduction.	
	Point out that puberty is reached by the average girl one to two years earlier than the average boy.	
	Discuss other body changes and growth associated with adolescence such as growth spurts.	
	View filmstrip, "Portrait of Teenagers".	Filmstrip, "Portrait of Teenagers", Parents' Magazine Film, Inc.
b. Cognitive Development	Assign reading on cognitive development.	
	Point out that the adolescence is in the final stage of cognitive development.	Draper, Ganong, Goodell, pp. 328-336
	Discuss the final stage as reasoning characterized by theoretical or abstract thought.	

CONCEPTUAL STRUCTURE/CONTENT	LEARNING EXPERIENCES	RESOURCES
c. Moral and Values Development (character)	Assign reading on moral development.	Draper, Ganong, Goodell, pp. 331-335
	Discuss the belief that moral concepts develop in step-by-step stages that are the same for all people.	
	Point out that there are three stages of moral development.	
	Discuss each stage as it relates to the adolescent.	
	Use case studies or moral puzzles to help students recognize their stage of moral development.	Case study or moral puzzle
d. Social and Emotional Development	Assign reading on social and emotional development.	Draper, Ganong, Goodell, pp. 338-343
	Discuss adolescence as emerging from childhood into adulthood and discovering identity as a grownup.	
	Point out that adolescence is more of a socially defined state than it is physical.	
	Discuss adolescence as a state of being in the process of emerging from a self-centered world.	
	Point out that the overall need of the adolescent to come to terms with self and establish a sense of identity.	
e. Coping . Extraneous Forces . Crisis	Assign reading on coping with outside forces and crisis.	Sasse, pp. 232-235
	Discuss the role parents or significant others assume in helping adolescents cope.	

CONCEPTUAL STRUCTURE/CONTENT	LEARNING EXPERIENCES	RESOURCES
	Point out that attitudes and actions of parents and significant others help children to cope well or cause them to cope poorly. Discuss the typical pattern families go through when facing a crisis. Point out that crisis can help an individual and/or family grow. Help students identify and list all the events they think would cause a family crisis. Organize the class into groups of three and compare lists. Discuss reasons for including certain events on the list.	Paper/Pencil
f. Career Exploration . Decision-making . Placement	Assign reading on searching for a career. Discuss the statement, "The search for identify is the search for an occupational role." Discuss the major factors relative to choosing a career such as: person's own personality, aptitudes and aspirations. Point out that adolescent identity search concerns sex roles - what it means to be a man or woman. Discuss the adolescent period as a testing period to try out career alternatives. View filmstrip "You and the Job Market". Assign students to investigate advantages and disadvantages of two careers and prepare a class report.	Draper, pp. 340 Filmstrip, "You and the Job Market", Teaching Aids, Inc.

CONCEPTUAL STRUCTURE/CONTENT	LEARNING EXPERIENCES	RESOURCE
	Assist students in planning for a part-time or summer full time job to further explore the world of work.	
g. Transition to Adulthood	View the filmstrip, "The Struggle for Independence".	Filmstrip, "The Struggle for Independence", Parents' Magazine Films, Inc.
	Discuss the fact that part of adolescents' identity search involves becoming independent of parents.	
	Point out that the peer group becomes more important during adolescence as the teenager moves away from reliance on parents.	
	Discuss filmstrip, "Adolescent Conflict: Parents vs Teens".	Filmstrip, "Adolescent Conflict: Parents vs Teens", Career Adis, Inc.
	Discuss the fact that an adolescent in a peer group can test self and begin to develop an identity.	
	Point out that the period of adolescence extends until after high school graduation and for some extends beyond that.	
	View filmstrip, "Looking Toward Adulthood".	Filmstrip, "Looking Toward Adulthood", Parents' Magazine Films, Inc.
	Discuss adulthood as a time of economic independence, possibly marriage, etc.	

CONCEPTUAL STRUCTURE/CONTENT	LEARNING EXPERIENCES	RESOURCES
h. Role of Significant Others	Assign reading on the role of parents and significant others in guiding teenagers. Discuss the meaning of "balance" during the adolescent period. Point out that it is the key to fulfilling the young person's need to explore the adult world, to build a unique identity, and to gain independence. Discuss the need for parents and significant others to be consistent with teenagers no matter how inconsistent the adolescent may seem. Discuss the relationship of building self-esteem, accepting responsibility, becoming independent to finding identity. Point out that identity must be worked out by an adolescent from his past and present, his dreams and abilities. Discuss the role of significant others in helping teenagers develop a sense of identity by providing a consistent reassuring atmosphere.	Draper, Ganong, Goodell, p. 346.

CONCEPT: Parenthood Education

SUBCONCEPT: Special Concerns of Parenthood

COMPETENCY: Each student in the Parenthood Education class will be able to assess the special concerns of parenthood.

ENABLING OBJECTIVES: The students will:

- discuss the changes in a couple's relationships as they become parents.
- discuss restrictions a baby's needs place on parents.
- discuss the preparation of significant others (family members) for the arrival of a baby.
- explain importance of nutrition during childhood.
- plan five days menus for a child according to daily food requirements.
- identify common eating problems of children.
- discuss suggestions for helping children enjoy eating.
- explain the need for having a regular reliable source of medical care for children.
- give examples of types of child care services available.
- list types of enrichment activities.
- explain the role of supportive agencies in providing child care services.
- give examples of benefits of babysitting for parents and the child.
- examine benefits of babysitting as preparation for parenthood.
- give examples of information needed by baby sitter.
- state types of exceptional children.
- discuss characteristics of exceptional children.
- explain types of family adjustments that must be made when there is an exceptional child.
- discuss nurturing the exceptional child.
- list community resources which give help and assistance to exceptional children and their families.
- define discipline.
- state three types of discipline.
- give examples of verbal guidance.
- give examples of guides for positive action.
- define abuse and neglect of children.
- identify signs of child abuse and neglect.
- describe the characteristics of the child abuser.
- state factors contributing to parents' abuse and neglect of children.
- discuss detecting child abuse and neglect as a means of prevention.
- list social agencies that assist in preventing, reporting and treating child abuse and neglect.
- discuss procedures to follow in reporting cases of child abuse and neglect.
- describe clothing needs of children.
- give examples of children's preferences in clothing.

- list features of appropriate clothing for children.
- state safety characteristics of toys.
- select children's toys that have educational value.
- state the characteristics of a "good toy".
- discuss the role of toys in the physical, intellectual, emotional and social growth of children.

92

93

CONCEPTUAL STRUCTURE/CONTENT	LEARNING EXPERIENCES	RESOURCES
IV. Special Concerns of Parenthood. A. Personal Relationships 1. Mate	Assign reading on changes in a couple's relationship. Discuss the changes to be made in a couple's relationship such as habits reevaluated; new role as parents; etc. Point out that while changes can bring stress, a change in roles can also bring a couple closer together.	Draper, Ganong, Goodell, pp. 33-38 "The Baby and the Family", New Readers' Press. "So You're Going To Be A New Father?", U. S. Department of Health, Education, and Welfare
2. Child	Discuss restrictions a baby's needs place on a couple's freedom, such as eliminating last minute plans to go out; cutting back in time spent with friends; changes in everyday routine in the way the home is run and how money is used. Discuss emotional needs of mother and father during the period following birth (postpartum period). Point out that postpartum state of mind is a normal and common part of parenthood.	Handouts: "The Postpartum Period", Service to Life Program
3. Significant Others	Assign reading on preparing other family members for the arrival of a baby. Discuss preparing other children for the birth of a baby in advance of the expected birth date. Point out that encouraging other children to participate in the plans for the baby is a way to help them feel comfortable about a new arrival. Discuss procedures to follow with children when the mother is in the hospital for delivery.	Draper, Ganong, Goodell, p. 39

CONCEPTIONAL STRUCTURE/CONTENT	LEARNING EXPERIENCES	RESOURCES
	Discuss preparing other close relatives for the baby's arrival. Point out that setting ground rules will help other relatives feel comfortable about a new arrival.	
B. Childhood Nutrution 1. Importance of Good Nutrition.	View filmstrip on nutritional needs of growing children.	Filmstrip, "Food To Grow On". Tupperware Educational Services
	Discuss importance of good nutrition during childhood.	Draper and Draper, Caring For Children, pp. 213-215
2. Daily Food Requirements for Children.	Discuss daily food requirements for children.	Brisbane, The Developing Child, pp. 89-90 Handouts: "Infant Care", pp, 37-39. U.S. Department of Health and Human Services. "Food Is More Than Just Something To Eat", U.S. Department of HEW
	View filmstrip, "Food and Nutrition", in which the nutritional needs of the young child are explored in depth.	Filmstrips, "Food and Nutrition", Parents' Magazine Films, Inc.
	Assign reading, "Choosing Food For Children" and "Nutrition For Children".	Brisbane, pp. 224-226. Kowtaluk, Discovering Nutrition, pp. 72-73
	Discuss factors to consider in choosing food for children.	

CONCEPTIONAL STRUCTURE/CONTENT	LEARNING EXPERIENCES	RESOURCES
	Plan five daily menus for children, including snacks.	Handouts: "Menu Planning" and "Suggested Menus", Appendix E and G, Child Nutrition Module 11, pp. 44-45
	Assign a student to read aloud, "Mealtime For Little Folks".	Handout, "Mealtime For Little Folks", Appendix G, Child Nutrition Module 11, p.46
3. Common Eating Problems Of Children	Discuss common eating problems of children. Encourage students to share personal experiences about eating problems of children.	
	Encourage students to participate in and/or observe: . mealtime for kindergarten children at school. . mealtime at a child care center. . mealtime with younger brothers, sisters, and/or relatives.	Form, "Observation Of Mealtime In Day Care Program" Appendix B - Child Nutrition Module 11,pp. 39-41
	Assign reading, "Bringing The Child and Food Together Happily."	Handout, "Bringing the Child and Food Together Happily", Appendix H - Child Nutrition Module 11, pp. 47-49
	View filmstrip, "Food Before Six".	Filmstrip, "Food Before Six", National Dairy Council Handout, "Food Before Six", National Dairy Council
	Discuss practical suggestions for helping children enjoy eating.	Draper and Draper, pp.208-209
	Collect recipes for foods children can prepare.	Recipes Handout, "Cooking Is Fun", National Dairy Council

CONCEPTUAL STRUCTURE/CONTENT	LEARNING EXPERIENCES	RESOURCES
	Invite a group of children to the home economics department to prepare a nutritious snack and discuss what makes a good snack.	Recipe Equipment/supplies Ingredients Handout, "What Makes A Good Snack for You?" National Dairy Council
C. Selection of Child Care Services		
1. Medical	Assign reading on medical care available for children.	Hildebrand, pp. 164-167
	Discuss the need for having a regular reliable source of medical care for children.	
2. Educational		
a. Types of Child Care Services		
. Day care center . Licensed home care . Nursery schools . Parent cooperatives . Head Start . Kindergarten . Others	Assign reading on types of child care services available to parents.	Brisbane, pp, 232-236 Hildebrand, pp. 342-344
	Discuss types of child care services available to parents. Contrast educational content of different types of services.	Brisbane , pp. 232-236
	List types of child care services in the local community.	Telephone directory Resource persons
	Visit child care centers in the community.	Child Care Centers Child Care Worker
3. Enrichment	Discuss types of enrichment activities available for children such as field trips, dancing lessons, special time at library and children's theater.	Resource persons Telephone directory

CONCEPTUAL STRUCTURE/CONTENT	LEARNING EXPERIENCES	RESOURCES
4. Supportive Agencies a. Health Department b. Department of Pensions and Security	Discuss the role of supportive agencies in providing child care services.	
	Invite resource person to explain minimum standards for day care centers and night-time centers.	Resource person Department of Pensions and Security
5. Private/Personal a. Babysitting young children b. Procedures	Assign reading on babysitting.	Dunn and Peeler, Living, Learning and Caring, pp, 330-339
	Discuss benefits of babysitting as preparation for parenthood.	Brisbane, The Developing Child, pp, 467-473
	Discuss benefits of babysitting for parents and the child.	Babysitting: Where Safety Counts - Lesson Plan Ideas
	View filmstrip, "The Basics of Babysitting".	Filmstrip/Cassette, "The Basics of Babysitting", Johnson and Johnson
	Complete a crossword puzzle, "Babysitting and Child Care".	Crossword Puzzle, "Babysitting and Child Care", Forecast for Home Economics, December 1980
	Assign reading on, "What To Tell The Babysitter".	Woodworth, "What To Tell The Babysitter", American Baby Magazine, March, 1981
	Discuss types of information needed by babysitters as they care for young children.	
	Role-play situations that might occur while babysitting. Discuss ways to handle the situation such as an accident requiring first-aid treatment.	"The Basics of Babysitting", Johnson and Johnson

CONCEPTUAL STRUCTURE/CONTENT	LEARNING EXPERIENCES	RESOURCES
	Review guides for babysitting.	Handouts: "Guide For The First-Time Babysitter", Johnson and Johnson. "The Super Sitter", U.S. Consumer Product Guide To Babysitting, U. S. Department of Health, Education, and Welfare
D. Special Needs Children 1. Types a. Gifted b. Physical Handicaps c. Mental Handicaps	Discuss types of exceptional children. Review terms and definitions of types of exceptionalities.	Handout, "Terms and Definitions". Appendix A- Exceptional Children Module 24
	Review characteristics of exceptional children.	Handout, "Characteristics of Exceptional Children", Appendix B- Exceptional Children Module 24
	View filmstrip, "Intellectual Disabilities".	Filmstrip, Intellectual Disabilities", Parents' Magazine Films
	Discuss causes of mental exceptionalities.	Handouts: "Mental Exceptionalities". Appendix C - Exceptional Children Module 24 "Down's Syndrome". "Is My Baby All Right?", March of Dimes
	Invite school counselors or special education teacher to discuss the range of exceptionalities, diagnostic procedures used and techniques of teaching self-help skills to exceptional children.	

CONCEPTUAL STRUCTURE/CONTENT	LEARNING EXPERIENCES	RESOURCES
	Discuss terms used to describe learning disabled children. Discuss causes and prevention of learning disabilities.	Handout, "Special Terms -- Learning Disabilities", Appendix E-I, Exceptional Children Module 24
	Schedule field trip to facilities accommodating exceptional children. Ask students to observe examples of exceptional development and behavior in children.	Facilities within school system and/or community
	Follow-up field trip by having students compare development observed in exceptional children with normal developmental patterns.	Paper/pencil
	Invite exceptional children enrolled in classes in the school to the home economics department for a special occasion. As students observe the children's behavior they can play games, sing, and serve refreshments.	
	Make assignment for students to read and write a report on one type of exceptionality. Include in the report the following: . Type of exceptionality . Characteristics . Treatment/Routine Care . Personal reaction if they were parent of a child with this type of exceptionality	Resource center, books, magazine articles and pamphlets
	Assign reading on physical handicaps.	Brisbane, pp, 407-412
	Discuss types of physical handicaps.	
	View filmstrip, "Physical Disabilities".	Filmstrip, "Physical Disabilities", Parents' Magazine Films,Inc.
	View film, "Little Marty". With artificial arms and a built-up shoe, Marty feeds himself, paints, types, and swims revealing great determination and courage.	Film, "Little Marty:, March of Dimes

CONCEPTUAL STRUCTURE/CONTENT	LEARNING EXPERIENCES	RESOURCES
2. Family Adjustments	Assign reading on family adjustments related to having an exceptional child in the family.	Handouts: "Living With The Retarded", "Helping Your Handicapped Child", New Readers' Press
	Discuss types of adjustments that must be made when there is an exceptional child in the family.	
	Invite a parent of an exceptional child to discuss the following with students: . When did parent learn that child was exceptional? . What type of exceptionality does child have? . What types of problems had the child/family experienced? . What type of schools/agencies/services in community have been helpful to child and family.	
3. Nurturing	Discuss the following: . Exceptional children have the same basic needs for love and acceptance as all children. . Although special care may be required, exceptional children need to participate in as many normal childhood activities as possible in order to develop independence and a positive self-concept.	Brisbane, pp. 406-412
4. Resources	Make a list of community agencies and organizations which offer help and assistance to exceptional children and their families.	Telephone directory Resource persons
	Invite a physical therapist, public health nurse, doctor or a psychologist to share resources and explain types of services available to exceptional children and families in the community.	Resource persons

CONCEPTUAL STRUCTURE/CONTENT	LEARNING EXPERIENCES	RESOURCES
E. Discipline 1. Definition	Reading assignment on discipline.	Draper and Draper, Caring For Children, pp. 280-296
	View filmstrip, "Discipline -- What Is It?"	Filmstrip, "Discipline -- What Is It?", Parents' Magazine Films, Inc.
	Discuss the following relative to discipline: . It is a positive and necessary part of the relationship between parents and their children. . Parents and caregivers must remember that discipline and punishment are not the same. . Discipline is a means of helping children learn self-control and responsibility for their own behavior. . All children need parental guidance in everyday living that will help them become self-reliant individuals.	
2. Types of Discipline a. Authoritarian/ autocratic b. Permissive c. Democratic	Discuss three forms of discipline. Point out how each form affects the parents' views of how a child should behave.	
	Plan for students to participate in Session 1 of the STEP program, "Understanding Children's Behavior and Misbehavior".	STEP Program, Session I
3. Guides a. Verbal b. Action	Discuss forms of verbal guidance using examples on handout. Discuss the use of verbalizing to show acceptance of the child's feelings in spite of the child's unacceptable behavior.	Handout, "Forms of Verbal Guidance", Appendix E, Guidance Module 10, p. 43
	Discuss guides for positive action in teaching desired behavior in children.	Handout, "Techniques For Guiding Children's Behavior", Appendix D, Guidance Module 10, p. 41

CONCEPTUAL STRUCTURE/CONTENT	LEARNING EXPERIENCES	RESOURCES
	Discuss punishment as a focus on outward control of a child's behavior. Point out that physical forms of punishment tend to arouse resentment and desire to rebel.	
	View filmstrip, "Discipline Versus Abuse". Point out how effective discipline differs from abuse.	Filmstrip, "Discipline Versus Abuse", Parents' Magazine Films, Inc.
	Make assignment for students to observe adults and children together at home, in grocery store, doctor's office, etc. Discuss examples of how adults' behavior directly influenced child's behavior.	
	Assign students to do research on discipline and give oral reports in class. Encourage students to express their own views relative to discipline.	Resource Center Magazine articles, books and pamphlets
F. Child Abuse and Neglect 1. Definition	Assign reading on child abuse and neglect.	Brisbane, pp. 404-406 Handout, "What Everyone Should Know About Child Abuse", Channing L. Bete Company
	Discuss abuse and neglect as a crippling disease inflicted on children by an increasing number of parents.	Child Abuse Posters - J. Weston Walsh
	View Filmstrip, "A Crippling Disease", observing physical and emotional neglect, sexual abuse and other conditions which threaten the child's healthy development.	Filmstrip, "A Crippling Disease, Parents" Magazine Films, Inc.

CONCEPTUAL STRUCTURE/CONTENT	LEARNING EXPERIENCES	RESOURCES
	Display current news articles about abused and neglected children.	News articles
	Discuss types of child abuse and neglect.	
2. Signs	Bulletin board, "Common Signs of Child Abuse and Neglect".	Bulletin Board Idea, 1978-79 FHA/HERO Materials, "A Child Is Waiting".
	Discuss signs of child abuse and neglect.	
3. Characteristics of a Child Abuser	View filmstrip, "Who Is The Abuser ...Who, the Abused?	Filmstrip, "Who Is The Abuser. . Who the Abused?", Parents' Magazine Films, Inc.
	Discuss the behavioral characteristics of the child abuser. Read "Portrait of a Child Abuser".	Handout, "Portrait of a Child Abuser", Illinois Teacher, March/April, 1978, p. 188
4. Contributing Factors	Discuss factors which contribute to parents' abuse and neglect of children such as feelings of inadequacy and despair, emotionally unable to provide adequate care and lack of parenting knowledge and skills.	Brisbane, pp, 404-406
5. Prevention	View filmstrip, "How Can We Tell?" and note that opportunities for detecting child abuse and neglect are increasing.	Filmstrip, "How Can We Tell?", Parents' Magazine Films, Inc.
	Discuss the importance of recognizing the symptoms of abuse and neglect since this is the first step in remediation or prevention.	

CONCEPTUAL STRUCTURE/CONTENT	LEARNING EXPERIENCES	RESOURCES
	Discuss the role of programs such as crisis nurseries and Parents' Annonymous in helping parents to gain self-control and learn to care for children responsibly.	
6. Treatment	View filmstrip, "Treatment and Prevention".	Filmstrip, "Treatment and Prevention", Parents' Magazine Films, Inc.
	Discuss available treatment for abused/neglected child and abuser.	Handout, "What Everyone Should Know About Child Abuse
7. Social Agencies	List on chalkboard community and state agencies and organizations that provide assistance in preventing, reporting and treating victims of child abuse and neglect.	Handout, "What Everyone Should Know About Child Abuse"
	Invite resource person to discuss child abuse and neglect including rate of incidence, detecting and reporting cases and treatment.	Resource Person, Department of Pensions and Security
8. Reporting Child Abuse and Neglect	Assign reading on reporting child abuse and neglect.	Handout, "Help Protect Alabama's Children -- Report Child Abuse", Alabama Department of Pensions and Security.
	Discuss procedure to follow in reporting cases of child abuse and neglect.	
	Identify persons who are required by the Child Abuse and Neglect Reporting Law to report known or suspected cases of child abuse or neglect. Point out that failure to report child abuse and neglect can result in the penalty of a misdemeanor fine or sentence.	Handout, "Explanation of Certain Provisions of the Child Abuse and Neglect Reporting Law", Alabama Department of Pensions and Security

CONCEPTUAL STRUCTURE/CONTENT	LEARNING EXPERIENCES	RESOURCES
	Discuss legal aspects of child abuse.	
	Review "Report on Suspected Case of Child Abuse/ Neglect" form. Point out that all reports of child abuse and neglect are to be considered confidential under penalty of criminal law.	Handout, "Report On Suspected Case of Child Abuse/Neglect". Alabama Department of Pensions and Security.
G. Clothing Selection 1. Needs	Assign reading on clothing selection.	Brisbane, The Developing Child, p. 223
	Discuss factors that determine clothing needs of children.	
2. Preference in Clothing	Discuss children's preferences in clothing, such as ornamentation, newness, color, texture and likeness to others.	Pictures and/or items of clothing
3. Features of clothing a. Comfortable/Safe b. Durable and washable c. Allows for self dressing d. Suited to season/ weather e. Suitable weight f. Promotes good posture g. Designed to help child learn concepts such as shape, color, words and direction.	Discuss features of appropriate clothing for children.	Handout, "How To Select Infants' and Children's Clothing", Consumer Information Services, Sears, Roebuck and Company
	Display items of clothing for different aged children. Evaluate clothing using check sheet with characteristics of appropriate clothing.	Display - items of clothing Check Sheet
	Visit a children's clothing store or department store to study clothing for children of all ages. Ask salesperson to point out features to consider when selecting children's clothing.	Salesperson
	Discuss the federal government standards for the Flammability of Children's Sleepwear.	Article, "Clothing and Footwear", Consumer Research Magazine, October, 1977, pp. 17-19

CONCEPTUAL STRUCTURE/CONTENT	LEARNING EXPERIENCES	RESOURCES
	Assign reading on current status of Consumer Product Safety Commission's ban on the sale of children's nightwear treated with the flame retardant tris phosphate.	Resource Center - magazine articles Books and Pamphlets
	Display poster which points out the value of self-help garments for development of manipulative skills in young children.	Self-Help Poster
	View filmstrip, "Help Preschoolers Help Themselves", which offers suggestions for encouraging children to develop dressing skills.	Filmstrip, "Help Preschoolers Help Themselves", Parents' Magazine Films, Inc.
	Assign reading on how children learn through clothing. Point out that manufacturers have designed children's clothing to serve this purpose.	Draper and Draper, Caring For Children, pp. 225-227
	Study a display of special educational units which contain a garment, a record and a book. Discuss ways the units can be used to teach young children.	Display of special educational units containing a garment, record and a book
	Study a display of patterns for making children's clothing with features that teach, such as: . big zippers that help a child learn meaning of up and down. . colorful button on patches of different shapes such as triangles, circles, squares and rectangles that teach shape concepts. . bright primary and secondary colors used to help teach color concepts. . two-piece sets that help children learn to mix and match them. . a garment with a letter of the alphabet, such as C, and the picture of a cat.	Patterns for children's clothes Pattern catalogs

CONCEPTUAL STRUCTURE/CONTENT	LEARNING EXPERIENCES	RESOURCES
H. Toy Selection 1. Safety Characteristics	Assign reading on toy safety.	Brisbane, The Developing Child, pp. 203-204
	Discuss safety characteristics of toys.	
	Discuss current laws which require safety characteristics for toys.	
	Discuss manufacturers "use and abuse" tests of toys to detect hidden safety hazards in relation to: . swallowing . dropping . biting . flammability . weather	
	Evaluate toys (purchased or homemade) for safety.	Form, "Evaluate Play Equipment" Display of toys
2. Educational Value	Assign reading on "Play Activities and Toys - The Tools Of Learning".	Brisbane, pp. 201-202
	Discuss play as an important influence on intellectual development.	
	Point out that toys are the tools with which a child learns. Emphasize the fact that toys do not have to be expensive, but should have a purpose.	
	Plan for student to select a toy from a display and explain its educational value.	Display of toys

CONCEPTUAL STRUCTURE/CONTENT	LEARNING EXPERIENCES	RESOURCES
3. Characteristics of a "good" toy.	Discuss the characteristics of a "good" toy. Contract a "good" and a "bad" toy.	Display of toys
	Visit a toy store or toy department in a store to study types of toys available for children.	Stores
	Select five toys from a display, examine them to determine if they are designed to meet the play needs of children.	Form, "Toys-Play Needs/ Development Stage", Oklahoma Family Living Curriculum Guide, p. 120
	Make a toy for a younger brother/sister or for use when babysitting or working with children in child care center.	Supplies/equipment
4. Development of self a. Physical b. Intellectual c. Emotional d. Social	View filmstrip, "Safe-Toy Environments", which deals with the role of toys in the physical, intellectual, emotional, and social growth of children. Point out that the filmstrip also deals with selection and evaluation of toys for safety.	Filmstrip, "Safe-Toy Environments", J. C. Penney Company.
	Assign reading on toy selection for different ages and developmental levels.	Hidlebrand, Parenting and Teaching Young Children, pp. 195-198, 282-285 Draper, Ganong, and Goodell, See How They Grow, pp. 121-124, 136-138 Brisbane, pp. 203-204, 287-290
	Discuss the selection of toys for physical, intellectual, and social development of the infant, toddler and preschooler.	

CONCEPTUAL STRUCTURE/CONTENT	LEARNING EXPERIENCES	RESOURCES
	View filmstrip, "Learning Through Play".	Filmstrip, "Learning Through Play", Parents' Magazine Films, Inc.
	Study display of toys for different aged children. Classify and evaluate the toys as to whether they aid in physical, intellectual, or social development.	Handout, "Play Needs During Various Stages of Development", and "Evaluate Play Equipment", Oklahoma Family Living Curriculum Guide, p. 119 Display of toys

126

127

RESOURCES

FOR

PARENTHOOD EDUCATION

BOOKS

Ames, Louise Bates. Child Care and Development. Philadelphia: J.B. Lippincott Co., latest edition. (Child development based on concepts, not ages) $9.00.

Board of Cooperative Educational Services of Nassau Co. While You're At It - 200 Ways to Help Children Learn. Reston, VA: Prentice Hall, Reston Publishing Co., Inc.

Briggs, Dorothy C. Your Child's Self-Esteem: The Key to Life. Garden City: Double Day and Co., 1975. $3.95. (Teacher reference).

Brisbane, Holly E. The Developing Child. Peoria, Il: Charles A. Bennett Co., Inc., 1980. $10.29. (809 W. Detweiller Drive, 61614).

Draper, Ganong, Goodell. See How They Grow, Concepts in Child Development and Parenting. Altoona, PA: Butterick Publishing Co. Text - H-809-05, $11.95 Teacher's Guide, Free with text. Teacher's Guide Only S-811-25, $5.95 Pre- and Post Test S-810-45, $9.95. (P. O. Box 1945, 16603).

Draper, Mary Wanda and Henry E. Caring For Children. Peoria, IL: Charles A. Bennett Co., 1979. $10.95.

Gordon, Sol and Wollin, Mina. Parenting: A Guide For Young People. New York: Oxford Book Co., A Division of William H. Sadlier, Inc., 1975. $2.70.

Gordon, Thomas. Parent Effectiveness Training. New York: Peter H. Wyden, Inc., Publisher (750 Third Avenue, 10017), (Teacher Reference).

Green, Maureen. Fathering. New York: McGraw-Hill Book Co., 1976.

Hildebrand, Verna. Parenting and Teaching Young Children. New York: McGraw-Hill Book Co., 1981.

Kowtaluk, Helen. Discovering Nutrition. Peoria, IL: Charles A. Bennett Co., Inc., 1970. $6.96.

Riker, Audry and Charles. Finding My Way. Peoria, IL: Charles A. Bennett Co., Inc., 1979. $5.64.

Sasse, Connie R. Person To Person. Peoria, IL: Charles A. Bennett Co., Inc. $7.95.

Whelan, E. A Baby? . . .Maybe. New York: Babbs-Merrill Co., 1975.

. . . . . Who Will Raise the Children? New Options For Fathers (and Mothers). Philadelphia: J. B. Lippincott, 1976.

. . . . . Practicing Parenting. Altoona, PA: Butterick Publishing. Educator's Edition W-813-95. $19.25 (Includes two 7" records)

CURRICULUM MATERIALS

Education For Parenthood: A Program, Curriculum and Evaluation Guide. U.S. Department of Health, Education and Welfare, Office of Human Development Services, Administration for Children, Youth and Families, Children's Bureau. Washington, DC 20201.

Parenthood - Curriculum Guide. $3.50. Appleton Area School District, Vocational Education Office, Attention: Armin Gerhardt, Coordinator, 120 East Harris Street, Appleton, WI 54911.

Parenting: Realities and Responsibilities by Dianne K. Bert, Nurturing Publications, 2721 Heathfield Rd., Birmingham, MI. 48010. Teacher's Guide - $5.00, student guide - $2.50. (Plus 10% for postage and handling).

Family Living Curriculum Guide. Section C - Human Development and Section D - Parenthood Education, complete guide, Teacher's - 17.00. Student's $8.00. State Department of Vocational and Technical Education - Curriculum and Instructional Materials Center, 1515 West Sixth Avenue, Stillwater, OK 74074.

The Decision to Parent: A Teaching Guide by Penny Ralston, Barbara Rougvie and Margaret J. Kelly. The Iowa State University Press, South State Avenue, Ames, IA 50010. $7.95.

Child Care and Development Occpations Competency Based Teaching Modules - Issued with perforations and marginal index tabs on cardboard showing chapter number and titles. 1974. Available from Superintendent of Documents, U.S. Government Printing Office, Washington, DC 20402; Sold in sets of 25 sections. Stock Number 017-080-01360-6, $22.60.

Modules (Sections)

1) Child Care and Development Occupations
2) Finding and Keeping A Job
3) Understanding Self and Others
4) Communication Skills
5) Child Growth and Development
6) Infant Care
7) Toddler Care
8) School Age Care
9) Observing and Recording
10) Guidance
11) Child Nutrition
12) Child Health and Safety
13) Art
14) Music
15) Dramatic Activities
16) Social Activities
17) Language and Literature
18) Science
19) Pre-number Activities
20) Program Planning
21) Working With Parents
22) Foster Family Care
23) Administration and Supervision
24) Exceptional Children
25) Family Child Care

PAMPHLETS - BOOKLETS - LEAFLETS

When You're Going To Have A Baby. Carnation Company, Los Angeles, CA. Free.

Baby Food Ingredients - What Do They Really Mean To Your Baby's Health? Gerber Products Company, Fremont, MI 49412. Free.

Questions and Facts About Cystic Fibrosis. Cystic Fibrosis Foundation, 6000 Executive Blvd., Suite 309, Rockville, MD 20852. Free.

Help Protect Alabama's Children - Report Child Abuse. Pamphlet Series 76-2, Alabama Department of Pensions and Security. Free.

How to Select Infants' and Children's Clothing. Consumer Information Services, Sears, Roebuck and Co. D/703, Sears Tower, Chicago, IL 60684. Free.

Food Is More Than Just Something to Eat. U.S. Department of Agriculture and HEW. Free

Bright Beginnings - A Guide To Feeding Your New Baby. Evenflo Products Co., Ravenna, OH 44266. Free.

How To Manage Breast Milking and Breastfeeding. Happy Family Products, 12300 Venice Blvd., Los Angeles, CA 90066. Free.

Am I Parent Material? National Organization for Non-Parents, 806 Reisterstown Road, Baltimore, MD. $.06.

Service To Life Program. Lederle Laboratories, OB/GYN Group, Wayne, NJ 07470. One Page Leaflets.

- How Does Your Baby Grow?
- Is Breast Feeding For You?
- Should You Have Natural Childbirth?
- The Postpartum Period
- Ten Exercises After Pregnancy
- What You Should Know About VD

Channing L. Bete Co., Inc., Greenfield, MA 01301

- What Everyone Should Know About Child Abuse
- What Everyone Should Know About Contraceptive
- What's a Family? - $.75

National Clearinghouse For Alcohol Information, P. O. Box 2345, Rockville, MD. 20852.

- Alcohol and Your Unborn Baby. One copy booklet/poster, free.

U.S. Consumer Product Safety Commission, Washington, DC 20207.

The Super Sitter
Product Safety Fact Sheets

No. 15: Tricycles
No. 20: Infant Falls
No. 43: Crib Safety
No. 47: Toys
No. 66: Baby Walkers
No. 70: High Chairs
No. 74: Toy Boxes and Toy Chests
No. 86: Baby Rattles
No. 93: Skateboards

Johnson and Johnson, Consumer and Professional Services, 200 Centennial Avenue, Piscataway, NJ 08854

Guide For the First Time Babysitter. Free
Parenting Insights. Free
First-Time Parents. Free
How A Baby Grows Poster. Free
Baby Care Basics. Free

New Readers Press, Box 131, Syracuse, NY 13210.

Having a Baby Series - #539 - $3.75 (Booklets in series sold individually)

- Conception and Pregnancy (#531 - $.60)
- Prenatal Care (#533 - $.60)
- Giving Birth (#534 - $.60)
- The First Six Weeks (#535 - $.75)
- The Baby and The Family (#532 - $.60)
- Unwed Mother (#530 - $.60)
- VD: It Could Happen To You (#521 - $.50)
- Planning Your Family (#520 - $.50)
- Living With The Retarded (#523 - $.50)
- Helping Your Handicapped Child (#524 - $.50)
- Preventing Mental Retardation (#522 - $.50)
- Learning Games For Infants and Toddlers (#565 - $2.95)
- The First Six Weeks (#535 -$.75)
- When A Baby Is New (#568 - $1.25)
- As A Child Grows (#569 - $1.00)

Superintendent of Documents
U. S. Government Printing Office
Washington, DC 20402

The Hassles of Becoming A Teenage Parent (017-031-00008 - $.35)
So You're Going To Be A New Father (017-091-00190-1 - $1.00)
Child Development In the Home (017-091-00193-6 $1.50)
The Pocket Guide To Babysitting (017-091-00197-9 - $2.25)
Prenatal Care (017-091-00187-1 - $2.00)
Infant Care (017-091-00228-2 - $2.00)
Catalog of Publications (021-035-00007-6 - Free)

Public Affairs Committee, Inc., 381 Park Avenue South, New York, NY 10016

Your First Months With Your First Baby (#476)
Pregnancy and You (#482)
Nine Months To Get Ready (#376)
Family Planning - Today's Choices (#513A)
Adopting A Child (#585)
Preparing Tomorrow's Parents (#520)
The Very New Baby: The First Days of Life (#553)

Prices: 1 to 9 copies $.50 each 10 to 100 copies $.37 each

Maternity Center Association, 48 East 92nd Street, New York, NY 10028

Nutrition and Birth ($.35)
For the Expectant Father ($.25)
Preparation For Childbearing ($1.00)
Nurse - Midwifery In Context ($.35)

National Foundation - March of Dimes, Box 2000, White Plains, NY 10602.

PUBLICATIONS AND PROGRAM AIDS (Specify title and publication number)

When You Drink, Your Unborn Baby Does, Too! Discusses dangers of drinking during pregnancy and the effects of alcoholism on unborn babies, resulting in "fetal alcohol syndrome." (#9-0165)

DATA: Drugs, Alcohol and Tobacco Abuse and the risks involved during pregnancy for mother and baby. (#9-0029)

Venereal Disease Hurts You...and Unborn Babies. Dangers of VD in pregnancy...and symptoms, treatment and prevention. (#9-0101)

Birth Defects: The Tragedy and the Hope. Illustrated booklet provides comprehensive overview of birth defects and what can be done about them. (#9-0026)

Perinatal Care: Leaders Alert 29. Describe newest developments in regionalization of care for high-risk infants and mothers before, during and after birth. (#4-0116)

Birth Defects Quiz. Multiple answer quiz for starting group discussions. (#4-0040)

Be Good To Your Baby Before It Is Born. Illustrated booklet tells what every mother-to-be needs to know about her baby's health and her own. (#9-0002 Spanish (#9-0119)

Nutrition & Pregnancy. Features importance of nutrition during pregnancy. (#9-0028)

Eating For Two. Tips and diet chart for pregnant women. (#9-0109)

Good Food For Mother and Baby. Colorful, educational placemat. (#9-0004)

Preventing Birth Defects Caused by Rubella. Covers dangers of rubella to pregnant mothers and need for children to be immunized. (#9-0129) (Spanish #9-0138)

Genetic Counseling. Booklet on risks of genetic defects, testing procedures and how chances of inherited defects are estimated. (#9-0022)

Protect Tomorrow's Children. A bookmark on VD and drug abuse for youth. (#9-0058)

Seven Tips For Young Adults. Flyer on gift of health to next generation (#9-0039)

Tay-Sachs Disease. Explains this hereditary disease and NF research. (#9-0100)

Fast Facts About Sickle Cell Anemia. Vital questions and answers. (#9-0001)

Cooley's Anemia and Birth Defects Prevention. Discusses key facts. (#9-0041)

Family Medical Record. Compact form to record family history, pregnancies, immunizations, periodic medical check-ups, family illnesses, etc. (#9-0005)

TEACHING KIT

Preparenthood Educational Program (PEP) - Kit includes two teacher's guides - 40 copies Junk Food Blues and Days of Change Comic books - 20 copies of Food for Thought and Eating and Inside Your Body...Inside Your Head fact books - three sets of information cards - one time-line chart of fetal development and three wall posters. $30.00

AUDIO VISUALS (Filmstrips, slide presentations and 16mm color and sound films can be secured on free loan through local March of Dimes Chapter. Order at least one month in advance).

Straight Talk About Pregnancy and Prenatal Care. Color slides and record, 15 min. Communicates to men and women, boys and girls, the vital issues related to pregnancy and the urgency of early and regular prenatal care for all pregnant women (For loan only).

Great Expectations. 22 min. film on importance of nutrition during pregnancy and breast feeding evidenced by healthy mothers and infants. Informative, motivational (For loan only).

Alcohol--Crisis for the Unborn. 16 min. film on effects of alcohol use and abuse on the unborn baby (For loan only).

Being Born. 3:04 min. film panorama of healthy babies and children with original contemporary music and lyrics (For loan only).

Born Hooked. 13 1/2 min. color film which graphically illustrates narcotic withdrawal suffered by eighty percent of the babies born to addicted mothers (For loan only).

Inside My Mom. 7:45 min filmstrip or slides with record or cassette. Cartoon features animated talking fetus...stresses important role of nutrition in pregnancy. $10.00.

The Case Against Rubella. 8 min film shows tragic effects on baby when mother contracts rubella during pregnancy and development and successful use of vaccine (For loan only).

From Generation To Generation. 19 min filmstrip or slides set, with cassette or record. Discusses genetic concepts and new techniques of genetic counseling. $10.00.

More Than Love. 18 min. filmstrip. Emphasizes pre-parental responsibility for giving children's healthy start in life. $10.00.

Sickle Cell...An Inherited Disease. 15 minute filmstrip with record on how the disease is inherited and why early diagnosis and treatment are essential. $20.00.

Little Marty. 5 minute film highlights a day with Marty, age 8 born with no arms and a short leg (For loan only).

Exploring Inner Space. 18 min. film, starring Jane Wyatt and James Brolin, explores perinatal services, genetic counseling, and research

The Choice. 5 min film contrasts good prenatal care to dangers of neglect and ignorance (For loan only).

DISPLAYS AND POSTERS

Light-up Nutrition and Birth Defects Quiz: Electric table display, battery-run. Board lights up when pointer touches right answer. Fun. Multiple uses. (#9-0112) $12.50

Don't Just Count The Months. Make Those Nine Months Count! A multi-color counter display pointing out need for prenatal care. (#9-0099)

To Protect The Unborn & The Newborn. Attractive and sturdy, turquoise and magenta, counter display with easel-back and pocket to hold leaflets. 14" x 17". (9-0142) $7.50.

CATALOG - March of Dimes Educational Materials. (#9-0035)

TEACHING KITS

Systematic Training For Effective Parenting (STEP)
Kit includes 1 teacher's manual, 1 parent handbook, 6 discussion guide cards, 10 charts, 9 posters, 5 cassettes and 50 invitational brochures. 25 per package, $.80. American Guidance Service, Publishers' Building, Circle Pines, MN 55014.

Family Life Series. Program 2 - Marriage and Parenthood; Getting Married Parts I and II. Contains teacher's guide, 6 filmstrips and 6 cassettes, $ 25.00. Butterick Publishing Company, 161 Sixth Avenue, New York, NY 10013.

Basic of Babysitting. Kit includes one full color 50-frame filmstrip, tape cassette, eight pre-printed activity masters, one instructor's guide and 25 student brochures. $9.95 (including postage and handling). Make check payable to Johnson and Johnson Products Company. Mail to Basics of Babysitting, P. O. Box 14313, Dayton, OH 45414.

Growing Into Womanhood. Kit includes filmstrip, teacher's guide and student booklets. Midol Film Strip Kit, P. O. Box 286. Elmira, NY 14902. Free.

AUDIO/VISUALS

Butterick Publishing Company, P. O. Box 1945, Altoona, PA 16603. Toll Free (800) 458-3763.

Child Abuse and Neglect. One filmstrip, 8 study guides, teacher's guide. $39.00.
Parenting. Four filmstrips, cassette, 2 spirit masters. $75.00.
Parenting and You. FS, 8 study sheets, teacher's guide, wall chart. $39.00.
Ready For Parenthood. Filmstrip, 8 study sheets, teacher's guide and wall chart. $39.00.
Understanding Sexuality. Filmstrip, 8 study sheets, teacher's guide and wall chart. Toll Free (800) 458-3763. $39.00.

Proctor and Gamble Co., P. O. Box 171, Cincinnati, OH 45201. Care For Two: Baby and You. Filmstrips, pamphlets, charts, one kit - free. Additional pamphlets may be ordered as needed.

Tupperware Educational Services, Dept. FHE. P. O. Box 2353, Orlando, FL 32802. Food To Grow On. Kit contains filmstrips with audio cassettes, supplementary activities and teaching guides. $14.50.

Parents' Magazine Films, Inc , Department X36, 52 Vanderbilt Avenue, New York 10017.

. The Effective Parent. Complete Series w/records - $180 w/cassettes $200 (Sets can be purchased separately).

#1. The Parent As A Teacher
w/record #1901 - $53 w/cassettes $1902 - $58

#2. Learning In The Home
w/record #1903 - $53 w/cassettes #1904 - $58

#3. Learning Away From Home
w/record #1905 - $53 w/cassettes #1906 - $58

. Bringing Up Children, A How - To Guide For Parents and Caregivers
Complete series w/records - $180 w/cassettes $20
(Sets can be purchased separately)

#1. Feeding to Nourish and Love w/record #2401 - $53 w/cassette #2402 - $58

- . Breast and Bottle
- . Solid Foods
- . The Push To Independence
- . Feeding Myself
- . Nutrition and Communication

#2. Bathing, Dressing and Toilet Training - w/record #2403 - $53 w/cassette #2402 - $58

- . Sponge Bathing the Newborn
- . Tub Bathing and Tooth Brushing
- . Diapering and Dressing
- . Toilet Training
- . Helping Preschoolers Help Themselves

#3. Health Care - w/record #2405 - $53 w/cassette #2406 - $58

- . The Wide Range of Normal
- . Safety For the Growing Child
- . Caring For the Sick Child
- . When To Call For Help
- . Parents, Doctor and Child

#4. Day To Day With Your Child - w/record #2407 - $53 w/cassette #2408 - $58

- . The First Three Months
- . The Infants' Communications
- . Communicating With The Toddler and Preschooler
- . Common Problems
- . Discipline -- What Is It?

. Children In Crisis - Child Abuse and Neglect - complete series w/records or cassette $65.00.

- . A Crippling Disease
- . Discipline Versus Abuse
- . Who Is the Abuser ...Who, The Abused?
- . How Can We Tell?
- . Treatment and Prevention

J. C. Penney Company, Inc., Consumer Affairs Department, 1301 Avenue of the Americas, New York, NY 10019.

Safe-Toy Environments. Filmstrip with cassette #84697 - $6.00.

Media International, Canaan, NH 03741.

Life Before Birth. Complete set of two captioned filmstrips totalling 122 frames. $20.00.

Sunburst Communications, Room 3636, 39 Washington Avenue, Pleasantville, NY 10570.

Preparation For Parenthood. Three filmstrips, record or cassette, teacher's guide. $99.00.

Teaching Aids, Inc., P. O. Box 1798, Costa Mesa, CA.

. Maturity: A Factor In Marriage Readiness. No. Sol-17 one cassette, one filmstrip, one worksheet. $22.

. "You and The Job Market." No. R8212 One cassette and one filmstrip - $30.

Career Aids, Inc., 8950 Lurline Avenue, Dept. M5, Chatsworth, CA 91311.

. Adolescent Conflict: Parents Vs. Teens. No. SB244. Two filmstrips, two cassettes, Teacher's Guide. $79.

FILMS

Cipher In the Snow. Free Loan from Mental Health Centers.

Half-Million Teenages VD. Free loan from County Health Department.

MISCELLANEOUS MATERIALS

Choosing Parenthood. Starting A Healthy Family, Education Development Center, 55 Chapel Street, Newton, MA 02160. Single set of materials $20.00, additional student booklets - $2.25.

Erickson, Marcene L. Assessment and Management of Developmental Changes in Children. St. Louis: C.V. Mosby Co., 1976.

Healthy Babies: Chance or Choice Workbook. A Peer Education Approach - A cooperative project of Future Homemakers of America and the March of Dimes.

FLIP CHART

Deals with human anatomy and family planning, Planned Parenthood World Population, Department of Training, 810 Seventh Avenue, New York, NY 10019. $25.00.

POSTERS

- Child Abuse - 18 posters, 11" x 14" No. H4611-8. $6.00.
- Costs of Rearing A Child - 18 posters, 11" x 14" No. H5015-8. $6.00.
- What To Do Until The Baby Comes - 18 posters 11" x 14", No. H4739-8 - $6.00.

J. Weston Walsh, Publisher, Portland, ME 04104.

REPRINT

Life Before Birth - Color photographs of stages of human reproduction from fertilization to just before birth. Educational Reprint 27. $2.34.

State Department of Vocational and Technical Education, Curriculum and Instructional Materials Center, 1515 West Sixth Avenue, Stillwater, OK 74074.